



ISSN 2181-1709 (P)
ISSN 2181-1717 (E)

2025/№ 9

**TA'LIM VA
INNOVATSION
TADQIQOTLAR**

**ОБРАЗОВАНИЕ И
ИННОВАЦИОННЫЕ
ИССЛЕДОВАНИЯ**

**EDUCATION AND
INNOVATIVE
RESEARCH**

TA'LIM VA INNOVATSION TADQIQOTLAR

ОБРАЗОВАНИЕ И ИННОВАЦИОННЫЕ ИССЛЕДОВАНИЯ

EDUCATION AND INNOVATIVE RESEARCH



№ 9/2025
SENTABR

Muassis:

Buxoro davlat universiteti
Fan va ta'lim MChJ

Bosh muharrir: Ma'murov
Bahodir Baxshulloyevich, Buxoro
davlat pedagogika instituti rektori

Jamoatchilik kengashi raisi:
Xamidov Obidjon Xafizovich,
Buxoro davlat universiteti rektori

Mas'ul kotib: Akramova
Gulbahor Renatovna

Texnik muxarrir: Davronov
Ismoil Ergashevich

Tahririyat manzili:
Buxoro shahar,
Q.Murtazoyev ko'chasi, 16-uy

E-mail:
eirjurnal2020@gmail.com

Jurnalning elektron sayti:
www.interscience.uz

Jurnal OAK Rayosatining 2021
yil 30 sentyabrdagi 306/6-son
Qarori bilan **PEDAGOGIKA,**

PSIXOLOGIYA,
FILOLOGIYA, TARIX
FANLARI bo'yicha falsafa
doktori (PhD) va fan doktori
(DSc) ilmiy darajasiga
talabgorlarning dissertatsiya
ishlari yuzasidan asosiy
ilmiy natijalarini chop etish
tavsifi etilgan ilmiy nashrlar
ruyxatiga kiritilgan

Bosishga ruxsat etildi:

04.09.2025 y.
Qog'oz bichimi 60x84 1/8.
b/t.12,5.

Buyurtma raqami №0324
«FAN VA TA'LIM» nashriyotida
chop etildi. Buxoro shahar
<https://interscience.uz/> saytida
joylashtirildi

Jurnal 28.07.2021 yilda 9305
raqami bilan O'zbekiston
Ommaviy axborot vositalari davlat
ro'yxatidan o'tgan

Jurnal 2020 yilda tashkil topdi va
2 oyda 1 marta chop etildi.
2021 yil noyabr oyidan boshlab
har oyda 1 marta o'zbek, rus va
ingliz tillarida chop etiladi

«Ta'lim va innovatsion
tadqiqotlar» xalqaro ilmiy-
metodik jurnalidan ko'chirib
bosish tahririyatning roziligi bilan
amalgah oshiriladi

Maqolada keltirilgan faktlarning
to'g'riligi uchun muallif
mas'uldur

07.00.00 – TARIX FANLARI		118
Rajabov K., D'ust haqida suz		8
Rajabov K., Uzbek arxeologlarining darfasi (Akademik Axmadali Askarov tavalludining 90 yilligiga)		12
Tuyev F. E., Xalq diplomatiyasi va "birodarlashgan shaharlar" aloqalari: Buxoro, Samarqand va Navoiy misolida O'zbekistonning xalqaro munosabatlardagi yangi qiyofasi		14
Rajabov K., Sovet rejimining ateistik siyosati hamda musulmon ulamolarning qatag'on qiliinishi		18
Xasanova N. M. O'zbekistonda ayol va qizlarning ta'lim olishi: tarixiy rivojlanish, hozirgi holat va xalqaro taqqoslash		28
Saparbayev B. X. XIX-asr birinchi choragida Xiva xonligi va Rossiya imperiyasi munosabatlari tarixi xorijiy tarixchilar tomonidan tadqiq etilishi		37
Turg'unov Sh. A. Andijon viloyatidagi yengil sanoat korxonalarida ishchilarning mehnat muhofazasida 1985-1991- yillarda yuz bergan o'zgarishlar		42
Egamberganova M. J. Ekologik qadriyatlar etnografiyasi		49
10.00.00 – FILOLOGIYA FANLARI		
Axmedova Sh. N., Fransuz sharqshunoslik maktabida Bobur shaxsi va ijodi tadqiqi		52
Abduqahhorova M. F. Developing students' writing skills in English: Analysis of foreign and local experiences		57
Абдураманова Д. В. Фантастика и фэнтези как формы художественной условности: типологические и лингвокультурные аспекты		61
Ibragimova I. A., Kognitiv poetika va kognitiv ong		68
Karimova V. V., Duoning nutqiy janr sifatidagi xususiyatlari		72
Toshtonov Soyibjon Abdusami o'g'li Baho kategoriyasi va uning olam lisoniy manzarasida voqelanishining lingvokognitiv xususiyatlari		77
Qahramonova X. Q. Informatikani o'qitishda imitatsiyalarga asoslangan axborotlarni modellashirishning nazariy ko'rinishi		81
Haydarova G. X. Pirimqul Qodirovning tarixiy romanlarida konflikt yaratish mahorati ("yulduzli tunlar" romani asosida)		85
Xodiyeva Z. O., Muxammedova M. A. Boshlang'ich sinf o'quvchilarida nutq madaniyatini rivojlantirish		90
Xodiyeva Z. O., Tursunova E. T. Yuqori sinf o'quvchilarida ingliz tilini o'rganishga motivatsiya berish masalalari		95
Дониёров Ш. Х. Ўзбек ҳамда турк романларида фалсафий-тасаввуфий мотивларнинг таҳлили		100
Каримова Ш. К. Художественное значение параллелизма и обратного параллелизма в английской и узбекской поэзии		105
Хасанова В. Э. Возможности развития сравнительного мышления учащихся посредством басен		112

Шамурадова М. А. Историческая эволюция теории привязанности: от Джона Боулби до современных исследований	118
Sattorzoda X. S. Pirimqul Qodirovning “Xalq tili va realistik proza” asarida badiiy asar tili haqidagi qarashlarning ilmiy-nazariy asoslari	125
Xodjayeva Sh. R. Erkalashni ifodalovchi frazeologik birliklarni o‘zbek tiliga tarjima qilish masalalari	129
Murodova M. M. Britaniya afsonalaridagi mifologik mavjudotlar millat madaniyati va mentalitetining ifodasi sifatida	134
Ruziyeva Dilfuza Salimboyevna “Mirzo Ulug‘bek” – tragediya janrining nodir namunasi	137
Jumayeva U. A. Ingliz va o‘zbek ertaklarida ona obrazining aksiologik tadqiqi	141
Rahmatov B. U. Tilshunoslikda qarindoshlik terminlarining madaniy kod sifatida o‘rganilishi	145
13.00.00 – PEDAGOGIKA FANLARI	
Allayarova Z. B., Komilov Q. O‘. Kimyo fanidan o‘quv yutuqlarini sinash metodologiyasining samaradorligini eksperimental tekshirish	151
Amirullayeva B. A. 7e modeli asosida ta’lim jarayonini tashkil etishning samarali metodikasi	158
Atadjanova S. B. O‘qib va tinglab tushinishda biluv topshiriqlaridan foydalanishning nazariy asoslari	162
Бадалова Ф. Ж. Значение профессиональной компетентности учителя-тренера для организации эффективных занятий по лёгкой атлетике	167
Begzatova Sh. P., Kutlimuratov S. Sh. Raqamli texnologiyalarning astronomiya faniga tatbiqu	172
Bekchanova S. D. Bo‘lajak shifokorlarda divergent tafakkurni rivojlantirishning pedagogik jihatlar	175
Бояркина Ю. А., Сохибов А. Р. Новые подходы к обучению педагогов: преимущества и эффекты применения текстовых нейронных сетей	182
Djumanov Sh. M. Erkin kurash sport turi bo‘yicha xorvatiyaning zagreb shaxrida o‘tkazilgan jaxon chempionatining tahlili	188
Ismatullayeva S. R. Ayollar kurashi bo‘yicha kattalar o‘rtasida o‘tkazilgan 2025-yilgi jahon chempionati natijalari va ilmiy-nazariy tahlili	194
Jo‘raqobilov N. A. Dzyudochilarning yillik siklda ma’lum bir mushak guruhlarini tezkor-kuch qobiliyatini rivojlantirish	203
Kilichev N. A. Ta’limda shaxsga yo‘naltirilgan yondashuvning nazariy asoslari	209
Mardonov R. B. Texnologiya fanining to‘garak ishlarida o‘quvchilarning ijodkorlik qobiliyatlarini rivojlantirish bosqichlari	213
Milnorov X. X. Bo‘lajak o‘qituvchilarning maxsus kompetensiyalarini raqamli texnologiyalar vositasida rivojlantirish metodikasini takomillashtirish	216
Mustafayev B. I. Musiqa ta’limi o‘qituvchilarining kasbiy kompetensiyalarini rivojlantirishda innovatsion axborot texnologiyalarning roli	222
Muxtarov E. K. Qattiq jism aylanma harakat dinamikasining asosiy qonuni tadbqiqiga oid virtual laboratoriyalar	226
Nadirxanova N. A. Talabalarning sotsiologiyistik kompetensiyasini rivojlantirishning shakl, metod va vositalari	234
Nazarova D. A. Ayol pedagoglarning inklyuziv ta’lim muhitini rivojlantirishdagi roli: hamkorlik, empatiya va pedagogik yetakchilik omillari	241
Nurullayeva Sh. U. Pedagogik mehnatni ilmiy tashkil etish shartlari va tamoyillari	245
Ostonova G. O‘quvchilarida badiiy qadriyatlarga qizishni shakllantirishning ilmiy-nazariy asoslari	249
Pardayev A. I. Bo‘lajak boshlang‘ich sinf o‘qituvchilarini jahon axborot oqimlarida mustaqil va tanqidiy fikrlashga tayyorlashning innovatsion yondashuvlari	255
Saidova O. T. O‘qituvchining ijtimoiy va professional imidjini rivojlantirishda metodik usullarning ahamiyati	259
Shakarova U. Q. The Virtual Classroom Effect: Online Education and Student Learning Outcomes	262
Shokirova D. O. Kelajak ta’limida interfaol yondashuvlar, yangi pedagogik yondashuvlar va axborot texnologiyalarining ahamiyati	268
Shukurov A. U. O‘quv jarayonini akt negizida o‘qitishning uslubiy tizimidan foydalanish	272

Sumberdiyeva N. R. Komilov Q. O'. Kimyo fanini o'qitishda kompyuter texnologiyalaridan foydalanishga o'rgatish tizimining samaradorligini aniqlash bo'yicha pedagogik tajriba	278
Umbarov A. U. Talabalarning metodik kompetentligini virtual laboratoriya va simulatsiyalar orqali rivojlantirish metodikasi	283
Usmonov S. E. Yunon-rum kurashi bo'yicha so'nggi jahon chempionati O'zbekistonning tarixiy g'alabasi	291
Usmonova I. Z. Ayollar kurashi bo'yicha U17 jahon chempionati tahlili	29
Qahhorova A. Sh. Boshlang'ich sinf o'quvchilarida badiiy matn tahlili ko'nikmalarini rivojlantirish	301
Saxiyeva N. B. Discourse Techniques Used by Students in a Classroom Debate Performance	306
Eshtemirov A. N., Karimova D. Z. Fizika mexanikaga oid masalalarni yechishda modellastirish metodlaridan foydalanish	311
Jabbarova D. B. Kimyo fanida moddalar genetikasi aloqadorligini tushuntirishda qo'llaniladigan kimyoviy eksperiment o'tkazish metodikasining asosiy tamoyillari	317
Raimberdiyev A. A. Ta'lim jarayonida topshiriqlarni modifikatsiyalash tamoyillari	323
Ravshanova X. M. Oliy ta'limda bo'lajak menejerning ish madaniyatini shakllantirish jarayonini modellastirish	327
Toshniyazov U. X. Talabalarning ijtimoiy munosabatlar jarayonida ratsional tafakkurini rivojlantirishning pedagogik mexanizmlari	333
Yaxshiboyeva S. T. STEAM ta'lim tizimi ijodiy fikrlashni shakllantiruvchi innovatsion yondashuv	337
Raxmonova G. X. Bo'lajak muhandislarning kasbiy kompetentligini rivojlantirishda raqamli texnologiyalardan foydalanish	341
O'rinboyeva K. S. Fizika ta'limida kvest texnologiyasi orqali bo'lajak o'qituvchilarning kasbiy-ijodiy kompetensiyalarini shakllantirish tajribasi	346
Urazimbetov A. Mediasavodxonlik va axborot madaniyatni rivojlantirish: metodolik yondashuvlar	352
Karomova D. Z. Virtual laboratoriyalar oratoriyalar va ularning o'qitish jarayonidagi ahamiyati	355
Najmetdinov M. G'. O'quvchilarning sog'lom turmush tarzini shakllantirishda multiplatformali yondashuvlarning samaradorligi	360
Komolova G. Sh. "Muhandislik ta'limida kross-fanli yondashuv orqali mantiqiy tafakkurni rivojlantirish"	367
Juraev Kh. Atamuradov J. J. Introduction of distance education platforms into the educational process of children's sports schools	371
Isoqova Sh. Sh. Mutaxassis kadrlar tayyorlashda dual ta'lim tizimidan foydalanishning pedagogik asoslari	379
Eshimbetov J. R. Matematika fanini o'qitishda onlayn ta'lim platformalari orqali talabalarning mantiqiy fikrlashini shakllantirishning pedagogik asoslari	388
Bozorov A. O. Yoshlar tarbiyasida milliy qadriyatlar va vatanparvarlik ruhining o'zaro bog'liqligi	396
Ataxanov X. K. Kelajak o'qituvchisini tayyorlashda ta'lim klasterlari faoliyatining ahamiyati	402
Mirzayev M. Sh. Fizika darslarida fanlararo kompetensiyalarni rivojlantirish –talabalarning mustaqil fikrlash malakasini oshirish vositasi sifatida	408
Negmatova N. Ta'lim jarayoni subyektining o'ziga xosligi	413
Utepbergenov A. K. Uchinchi Renessans davrida jismoniy tarbiya o'qituvchisini pedagogik tayyorlashning nazariy asoslari: akmeologik yondashuv konsepsiyasi	418
Jabborov E. X. Talabalar kompozitsion kompetentligini shakllantirishda, sharq miniatyura san'atining o'rni va ahamiyati	422
19.00.00 – PSIXOLOGIYA FANLARI	
Saidov A. I. Oilada farzandlarni ma'naviy va milliy qadriyatlar ruhida tarbiyalashning ijtimoiy psixologik xususiyatlari	426
Sharifova N. A. Ijodiy faollik tushunchasi, uning mohiyati, tarkibiy qismlari va turlari	431
Пардаева У. М. Факторы риска и психологические особенности подростков с криминальным поведением	438
Ziyayev F. Ch. Bosqon uloqtirishda sportchilar psixologik tayyorgarligini takomillashtirish samaradorligi	449

TA'LIM VA INNOVATSION TADQIQOTLAR

JAMOATCHILIK KENGASHI A'ZOLARI

Djurayev Risboy Haydarovich, pedagogika fanlari doktori, O'zbekiston Respublikasi Fanlar akademiyasi akademigi.
Shamsutdinov Rustambek Temirovich, Andijon davlat universiteti professori, O'zbekistonda xizmat ko'rsatgan madaniyat hodimi, tarix fanlari doktori
Majidov Inom Urushevich, texnika fanlari doktori, professor. O'zbekiston milliy universiteti
Olimov Qahramon Tanzilovich, pedagogika fanlari doktori, professor. A.I.Gersen nomidagi Rossiya davlat pedagogika universiteti Toshkent filiali
Tadjixodjayev Zokirxo'ja Abdusattorovich, texnika fanlari doktori, professor
Musurmonova Oyniso, pedagogika fanlari doktori, professor
Safarova Rohat G'aybulloyevna, pedagogika fanlari doktori, professor, T.N.Qori-Niyoziy nomidagi O'zbekiston pedagogika fanlari ilmiy tadqiqot instituti
Ibragimov Xolboy Ibragimovich, pedagogika fanlari doktori, O'zbekiston Respublikasi Fanlar akademiyasi akademigi.

TAHRIRIYAT KENGASHI A'ZOLARI

XORIJ OLIMLARI

Artamonova Yekaterina Iosifovna, pedagogika fanlari doktori, professor, Moskva davlat pedagogika universiteti, Xalqaro pedagogika fanlari akademiyasining prezidenti
Yemelyanova Irina Yevgenyevna, pedagogika fanlari doktori, professor. Janubiy-ural davlat ijtimoiy -pedagogika universiteti. Rossiya
Kuzmenko Galina Anatolevna, pedagogika fanlari doktori, professor. Moskva davlat pedagogika universiteti, Jismoniy tarbiya, sport va salomatlik instituti
Safaraliyev Bozor Safaraliyevich, pedagogika fanlari doktori, professor. Chelyabinsk davlat akademiyasi
Kulishov Vladimir Vasilevich, pedagogika fanlari doktori, professor. Davlat iqtisodiyot va texnologiya universiteti prorektori, Krivoy Rog, Ukraina
Lazarenko Irina Rudolfovna, pedagogika fanlari doktori, professor. Altay davlat pedagogika universiteti rektori, Rossiya
Filippova Oksana Gennadevna, pedagogika fanlari doktori, professor. Janubiy-ural davlat ijtimoiy -pedagogika universiteti. Rossiya
Xristo Kyuchukov, pedagogika fanlari doktori. Umumiy tilshunoslik va psixolingvistika professori. Berlin Erkin universiteti, Turkologiya instituti. Xalqaro psixolingvistika va Sotsiolingvistika jurnali asoschisi va muharriri, Germaniya
Kumskov Mixail Ivanovich, fizika-matematika fanlari doktori, professor. M.V. Lomonosov nomidagi Moskva davlat universiteti
Maksimenko Sergey Dmitriyevich, akademik, psixologiya fanlari doktori, professor. Ukraina Milliy pedagogika fanlari akademiyasining akademigi
Padalka Oleg Semenovich, pedagogika fanlari doktori, professor, M.P. Dragomanova nomidagi pedagogika milliy universiteti, Ukraina
Hazretali Tursun, tarix fanlari doktori, professor, Xoja Ahmad Yassaviy nomidagi xalqaro qozoq-turk universiteti professori
Mamedova Irada, tarix fanlari bo'yicha falsafa doktori, dotsent, Ozarbayjon Milliy akademiyasi Tarix instituti bo'lim boshlig'i
Timur Xo'jaog'li, tilshunos va adabiyotshunos olim. Michigan universiteti professori (AQSh)
Nurettin Hatunoglu Doç. Dr., Zonguldak Bülent Ecevit Üniversitesi Fen-Edebiyat Fakültesi Tarih Bölümü (Turkiya)
Mulldodjanov Sayfullo Kuchakovich, tarix fanlari doktori, professor. Tojikiston milliy universiteti
Gushko Sergey Vladimirovich, iqtisodiyot fanlari doktori, professor, Davlat iqtisodiyot va texnologiya universiteti prorektori, Krivoy Rog, Ukraina

O'ZBEKISTON OLIMLARI

TARIX FANLARI

Azamat Ziyov, tarix fanlari doktori, akademik, O'zbekiston Fanlar akademiyasi Tarix instituti direktori
Rajabov Qahramon Kenjayevich, tarix fanlari doktori, professor, O'zbekiston Fanlar akademiyasi Tarix instituti bosh ilmiy xodimi

FILOLOGIYA FANLARI

Madjidova Ra'no Urishevna, filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti
Sharipova Laylo Frunzeyevna, filologiya fanlari doktori (DSc). Buxoro davlat universiteti
Nigmatova Lolaxon Xamidovna, filologiya fanlari doktori (DSc). Buxoro davlat universiteti
Yusupova Hilola O'ktamovna, filologiya fanlari nomzodi, dotsent. Buxoro davlat pedagogika instituti
Akramova Surayo Renatovna, filologiya fanlari bo'yicha falsafa do'ntori (PhD), dotsent. Buxoro davlat pedagogika instituti

PEDAGOGIKA FANLARI

Tolipov O'tkir Qarshiyevich, pedagogika fanlari doktori, professor. Nizomiy nomidagi Toshkent davlat pedagogika universiteti.
Olimov Shirinboy Sharofovich, pedagogika fanlari doktori, professor. Buxoro davlat universiteti
Dilova Nargiza Gaybullaevna, pedagogika fanlari doktori DSc, professor. Buxoro davlat universiteti
Tilavova Matlab Muxammadovna, pedagogika fanlari nomzodi, dotsent. Buxoro davlat pedagogika instituti
Sohibov Akram Rustamovich, pedagogika fanlari nomzodi, dotsent. Qarshi davlat universiteti
Umarov Baxshullo Jo'rayevich, pedagogika fanlari nomzodi, dotsent. Buxoro davlat pedagogika instituti
Hasanova Gulnoz Qosimovna, pedagogika fanlari nomzodi, dotsent. Buxoro davlat pedagogika instituti
Inoyatov Abdullo Shodiyevich, pedagogika fanlari bo'yicha falsafa doktori (PhD) dotsent. Buxoro davlat universiteti
Davronov Nurzod Ismoilovich, pedagogika fanlari bo'yicha falsafa doktori (PhD) dotsent. Buxoro davlat pedagogika instituti

PSIXOLOGIYA FANLARI

Umarov Baxriddin Mingbayevich, psixologiya fanlari doktori, professor. Toshkent davlat pedagogika universiteti
Bafayev Muxiddin Muxammadovich, psixologiya fanlari buyicha falsafa doktori (PhD). Nizomiy nomidagi Toshkent davlat pedagogika universiteti

IQTISODIYOT FANLARI

Kurolov Kobuljon Kulmanovich, iqtisodiyot fanlari doktori, professor. Islom Karimov nomidagi Toshkent davlat texnika universiteti huzuridagi pedagog kadrlarni qayta tayyorlash va ularning malakasini oshirish tarmoq markazi direktori
Mamanazarov Abduraxim Bozorovich, pedagogika fanlari doktori DSc. Lomonosov nomidagi Moskva davlat universiteti Toshkent filiali

FALSAFA FANLARI

Namozov Bobir Bahriyevich, falsafa fanlari doktori (DSc). Buxoro davlat universiteti

BIOLOGIYA FANLARI

Artikova Hafiza To'ymurodovna, biologiya fanlari doktori, professor. Buxoro davlat pedagogika instituti

ОБРАЗОВАНИЕ И ИННОВАЦИОННЫЕ ИССЛЕДОВАНИЯ

ЧЛЕНЫ ОБЩЕСТВЕННОГО СОВЕТА

Джурсаев Рисбой Хайдарович, доктор педагогических наук, академик АНРУз
Шамсутдинов Рустамбек Темирович, профессор Андиганского государственного университета, заслуженный работник культуры Узбекистана, доктор исторических наук
Мажидов Ином Урушев, доктор технических наук, профессор, Национальный университет Узбекистана им. Мирзо Улугбека
Олимов Кахрамон Танзилович, доктор педагогических наук, профессор, Ташкентский филиал Российского государственного педагогического университета имени А.И. Герцена
Таджиходжаев Зокирхужа Абдусатторович, доктор технических наук, профессор
Мусурмонова Ойнисо, доктор педагогических наук, профессор
Сафарова Рохат Гайбуллоевна, доктор педагогических наук, профессор, Узбекский научно-исследовательский институт педагогических наук имени Т. Н. Кори-Ниязи
Ибрагимов Холбой Ибрагимович, доктор педагогических наук, академик АНРУз

РЕДАКЦИОННО-ИЗДАТЕЛЬСКИЙ СОВЕТ ЗАРУБЕЖНЫЕ УЧЕНЫЕ

Артамонова Екатерина Иосифовна, доктор педагогических наук, профессор, Московского государственного педагогического университета. Президент Международной академии педагогических наук
Емельянова Ирина Евгеньевна, доктор педагогических наук, профессор, Южно-уральский государственный гуманитарно-педагогический университет. Россия
Кузьменко Галина Анатольевна, доктор педагогических наук, профессор. Московский государственный педагогический университет, Институт физической культуры, спорта и здоровья
Сафаралиев Бозор Сафаралиевич, доктор педагогических наук, профессор кафедры социально-культурной деятельности Челябинской государственной академии
Кулишов Владимир Васильевич, доктор педагогических наук, профессор. Государственный университет экономики и технологий, Кривой Рог, Украина
Лазаренко Ирина Рудольфовна, доктор педагогических наук, профессор. Ректор Алтайского государственного педагогического университета, Россия
Филиппова Оксана Геннадьевна, доктор педагогических наук, профессор. Южно-уральский государственный гуманитарно-педагогический университет. Россия
Христо Кючуков, доктор педагогических наук. Профессор общего языкознания и психолингвистики. Свободный университет Берлина, Институт тюркологии. Редактор Международного журнала психолингвистики и социолингвистики, Германия
Кумсков Михаил Иванович, доктор физико-математических наук, профессор Московского государственного университета им. М.В. Ломоносова
Максименко Сергей Дмитриевич, академик, доктор психологических наук, профессор. Академик Национальной академии педагогических наук Украины
Падалка Олег Семенович, доктор педагогических наук, профессор, Национального педагогического университета имени М.П. Драгоманова, Украина
Хазретали Турсун, доктор исторических наук, профессор Международного казахско-турецкого университета имени Ходжи Ахмада Яссави
Мамедова Ирада, PhD по историческим наукам, доцент, заведующий институтом истории Национальной Академии Азербайджана
Тимур Хужаугли, лингвист и литературовед. Профессор Мичиганского университета (США)
Nurettin Hatipoğlu, Assoc. доктор, университет Зонгулдак Бюлент Эджевит, факультет искусств и наук, исторический факультет (Турция)
Муллоджанов Сайфулло Кучакович, доктор исторических наук, профессор. Национальный университет Таджикистана
Гушко Сергей Владимирович, доктор экономических наук, профессор, проректор Государственного экономико-технологического университета, Кривой Рог, Украина

УЧЕНЫЕ УЗБЕКИСТАНА

История

Азамат Зиё, доктор исторических наук, академик, директор Института истории Академии наук Узбекистана
Раджабов Кахрамон Кенжаевич, доктор исторических наук, профессор, главный научный сотрудник Института истории Академии наук Узбекистана

Филология

Маджидова Рано Уришевна, доктор филологических наук, профессор, Узбекский государственный университет мировых языков
Шарипова Лайло Фрунзеевна, доктор филологических наук. Бухарский государственный университет
Нигматова Лолахан Хамидовна, доктор филологических наук. Бухарский государственный университет
Юсупова Хилола Уктамовна, кандидат филологических наук, доцент. Бухарский государственный педагогический институт
Акрамова Сураё Ренатовна, доктор философских наук, доцент. Бухарский государственный педагогический институт

Педагогика

Толипов Уткир Каршиевич, доктор педагогических наук, профессор. Ташкентский государственный педагогический университет имени Низами.
Олимов Ширинбой Шарофович, доктор педагогических наук, профессор. Бухарский государственный университет
Тилавова Матлаб Мухаммадовна, кандидат педагогических наук, доцент. Бухарский государственный педагогический институт
Дилова Наргиза Гайбуллаевна, доктор педагогических наук (DSc), профессор. Бухарский государственный университет
Сохибов Акрам Рустамович, кандидат педагогических наук, доцент. Каршинский государственный университет
Умаров Бахтиулло Джурсаевич, кандидат педагогических наук, доцент. Бухарский государственный педагогический институт
Хасанова Гулноз Касимовна, кандидат педагогических наук, доцент. Бухарский государственный педагогический институт
Иноятов Абдулло Шодиевич, доктор философских наук (PhD) по педагогическим наукам, доцент. Бухарский государственный университет
Давронов Нурзод Исмоилович, PhD по педагогическим наукам, доцент. Бухарский государственный педагогический институт

Психология

Умаров Бахриддин Мингаевич, доктор психологических наук, профессор. Ташкентский государственный педагогический университет
Бафиев Мухиддин Мухаммадович, PhD по психологическим наукам. Ташкентский государственный педагогический университет имени Низами

Экономика

Куროлов Кобулжон Кулманович, доктор экономических наук, профессор. Директор сетевого центра переподготовки и повышения квалификации педагогов Ташкентского государственного технического университета имени Ислама Каримова
Маманазаров Абдухаким Бозорович, доктор педагогических наук (DSc), доцент. Ташкентский филиал Московского государственного университета им. М.В. Ломоносова

Философия

Намозов Бобир Багриевич, доктор философских наук. Бухарский государственный университет

Биология

Артикова Хафиза Тоймуродовна, доктор биологических наук, профессор. Бухарский государственный педагогический институт

EDUCATION AND INNOVATIVE RESEARCH

MEMBERS OF THE PUBLIC COUNCIL

- Risboy Haydarovich Djuraev**, doctor of Pedagogical Sciences, Academician of the Academy of Sciences of the Republic of Uzbekistan
Rustambek Temirovich Shamsutdinov, professor of Andijan State University, Honored Worker of Culture of Uzbekistan, Doctor of Historical Sciences
Inom Urushevich Majidov, doctor of Technical Sciences, Professor. National University of Uzbekistan.
Kahramon Tanzilovich Olimov, doctor of Pedagogical Sciences, Professor. Tashkent branch of the Russian State Pedagogical University named after A.I. Gertsen
Zokirkhoja Abdusattorovich Tadjikhodjaev, doctor of Technical Sciences, Professor
Oyniso Musurmonova, doctor of pedagogical sciences, professor
Rohat Gaybulloevna Safarova, doctor of Pedagogical Sciences, Professor, Uzbek Scientific Research Institute of Pedagogical Sciences named after TN Qori-Niyazi.
Kholboy Ibragimovich Ibragimov, doctor of Pedagogical Sciences, Academician of the Academy of Sciences of the Republic of Uzbekistan

MEMBERS OF EDITORIAL COUNCIL

- Ekaterina Iosifovna Artamonova**, doctor of Pedagogical Sciences, Professor, President of the Moscow State Pedagogical University, International Academy of Pedagogical Sciences
Irina Evgenyevna Emelyanova, doctor of Pedagogical Sciences, Professor, South Ural State Humanitarian Pedagogical University, Russia
Galina Anatolevna Kuzmenko, doctor of Pedagogical Sciences, Professor. Moscow State Pedagogical University, Institute of Physical Culture, Sports and Health
Bozor Safaralievich Safaraliev, doctor of pedagogical sciences, professor. Chelyabinsk State Academy
Vladimir Vasilevich Kulishov, doctor of Pedagogical Sciences, Professor. Vice-Rector of the State University of Economics and Technology, Krivoy Rog, Ukraine
Irina Rudolfovna Lazarenko, doctor of Pedagogical Sciences, Professor. Rector of Altai State Pedagogical University, Russia
Oksana Gennadevna Filippova, doctor of Pedagogical Sciences, Professor. South Ural State Humanitarian Pedagogical University, Russia
Christo Kyuchukov, doctor of Pedagogical Sciences. Professor of General Linguistics Psycholinguistics. Free University of Berlin, Institute of Turkology. Founder and editor of the International Journal of Psycholinguistics and Sociolinguistics, Germany
Mikhail Ivanovich Kumskov, doctor of Physical and Mathematical Sciences, Professor. M.V. Lomonosov Moscow State University
Sergey Dmitriyevich Maksimenko, academician, doctor of psychological sciences, professor. Academician of the National Academy of Pedagogical Sciences of Ukraine
Oleg Semenovich Padalka, doctor of Pedagogical Sciences, Professor, National Pedagogical University named after M.P. Dragomanova, Ukraine
Tursun Hazretili, doctor of Historical Sciences, Professor of the International Kazakh-Turkish University named after Khoja Ahmad Yassavi
Khuzhaugli Timur, linguist and literary critic. Professor at the University of Michigan (USA)
Hatunoğlu Nurettin, Assoc. Dr., Zonguldak Bulent Ecevit University, Faculty of Arts and Sciences, Department of History (Turkey)
Mullojanov Sayfullo Kuchakovich, doctor of Historical Sciences, Professor. National University of Tajikistan
Gushko Sergey Vladimirovich, doctor of Economics, Professor, Vice-Rector of the State University of Economics and Technology, Krivoy Rog, Ukraine

SCIENTISTS OF UZBEKISTAN

History

- Azamat Ziyov**, doctor of Historical Sciences, Academician, director of the Institute of History of the Academy of Sciences of Uzbekistan
Rajabov Kakhramon Kenjayevich, doctor of Historical Sciences, Professor, main researcher of the Institute of History of the Academy of Sciences of Uzbekistan

Philology

- Majidova Rano Urishevna**, doctor of Philology, Professor, Uzbek State University of World Languages
Sharipova Laylo Frunzeyevna, professor, Doctor of Philology. Bukhara State University
Nigmatova Lolaxon Xamidovna, doctor of Philology. Bukhara State University
Yusupova Khilola Oktamovna, candidate of philological sciences, associate professor. Bukhara Engineering and Technology Institute
Akramova Surayo Renatovna, doctor of Philosophy, Associate Professor. Bukhara State Pedagogical Institute

Pedagogy

- Tolipov Utkir Karshiyevich**, doctor of Pedagogy, Professor. Tashkent State Pedagogical University named after Nizami.
Olimov Shirinboy Sharofovich, doctor of pedagogical sciences, professor. Bukhara State University
Tilavova Matlab Muhammadovna, candidate of Pedagogical Sciences, Associate Professor. Bukhara State Pedagogical Institute
Dilova Nargiza Gaybulloevna, doctor of pedagogical sciences (DSc), Professor. Bukhara State University
Sohibov Akram Rustamovich, candidate of pedagogical sciences, associate professor. Karshi State University
Umarov Bakhshullo Djurayevich, Candidate of Pedagogical Sciences, Associate Professor. Bukhara State Pedagogical Institute
Khasanova Gulnoz Kasimovna, candidate of pedagogical sciences, associate professor. Bukhara State Pedagogical Institute
Inoyatov Abdullo Shodievich, doctor of Philosophy (PhD) in Pedagogical Sciences, Associate Professor. Bukhara State University
Davronov Nurzod Ismoilovich, PhD in Pedagogical Sciences, Associate Professor. Bukhara State Pedagogical Institute

Psychology

- Umarov Bakhridin Mingbayevich**, doctor of Psychology, Professor. Tashkent State Pedagogical University
Bafaev Muhiddin Mukhamadovich, PhD in Psychological Sciences. Tashkent State Pedagogical University named after Nizami

Economy

- Kurolov Kobuljon Kulmanovich**, doctor of Economics, Professor. Director of the network center for retraining and advanced training of teachers of the Tashkent State Technical University named after Islam Karimov
Mamanazarov Abdukhakim Bozorovich, doctor of pedagogical sciences (DSc), associate professor. Tashkent branch of Moscow State University. M.V. Lomonosov

Philosophy

- Namozov Bobir Baxriyevich**, doctor of Philosophy. Bukhara State University

Biology

- Artikova Khafiza Tuymurodovna**, doctor of Biological Sciences, Associate Professor. Bukhara State Pedagogical Institute

INTRODUCTION OF DISTANCE EDUCATION PLATFORMS INTO THE EDUCATIONAL PROCESS OF CHILDREN'S SPORTS SCHOOLS

Juraev Khusniddin

Doctor of Pedagogical Sciences, Professor, Bukhara State University

Atamuradov Jamshid Jalilovich

Doctoral student of Bukhara State University.

Annotation. The implementation of distance learning platforms in youth sports schools has gained significant prominence, particularly in response to the COVID-19 pandemic, which has severely disrupted traditional teaching methods across the globe. These platforms provide unprecedented levels of flexibility and accessibility, allowing students to continue their learning regardless of geographic conditions, socioeconomic impacts, or other barriers that previously helped to drive their economies [4]. The urgency to adapt to online formats has accelerated the adoption of these technologies, prompting educators to explore innovative approaches to engaging young athletes at a distance while addressing the inherent challenges of teaching motor-cognitive activities online [5]. The transition of sports education to distance learning has revealed both opportunities and challenges. While the integration of platforms such as learning management systems (LMS) and virtual classrooms has allowed educators to maintain learning continuity, it has also exposed limitations related to student engagement and the quality of the educational experience. Concerns about the effectiveness of distance learning in developing physical skills, as well as accessibility issues for disadvantaged students, have become key controversies in the discourse on distance learning in sports [11]. This article reviews and analyzes several literatures and sources devoted to the disclosure of this problem. The positive aspects of the introduction of distance learning platforms into the educational process of sports schools are described.

Key words: distance education platforms, sports schools, technology, implementation, pandemic, education, distance learning.

ВНЕДРЕНИЕ ПЛАТФОРМ ДИСТАНЦИОННОГО ОБУЧЕНИЯ В ОБРАЗОВАТЕЛЬНЫЙ ПРОЦЕСС ДЕТСКИХ СПОРТИВНЫХ ШКОЛ

Джурсаев Хусниддин Олтинбоевич

доктор педагогических наук, профессор, Бухарский государственный университет

Атамурадов Джамишид Жалилович

докторант Бухарского государственного университета.

Аннотация. Внедрение платформ дистанционного обучения в молодежных спортивных школах приобрело особую актуальность, особенно в ответ на пандемию COVID-19, которая серьезно нарушила традиционные методы преподавания во всем мире. Эти платформы обеспечивают беспрецедентный уровень гибкости и доступности, позволяя учащимся продолжать обучение независимо от географических условий, социально-экономических факторов или других барьеров, ранее ограничивавших их возможности [4]. Необходимость адаптации к онлайн-форматам ускорила внедрение таких технологий, побуждая педагогов искать инновационные подходы к вовлечению юных спортсменов на расстоянии и одновременно решать присущие дистанционному обучению проблемы преподавания моторно-когнитивных навыков [5].

Переход спортивного образования на дистанционное обучение выявил как новые возможности, так и трудности. Интеграция таких платформ, как системы управления обучением (LMS) и виртуальные классы, позволила педагогам сохранять непрерывность учебного процесса, но одновременно выявила ограничения, связанные с вовлеченностью

учащихся и качеством образовательного опыта. Вопросы эффективности дистанционного обучения при развитии физических навыков, а также проблемы доступности для социально незащищенных учащихся стали ключевыми темами в обсуждении дистанционного образования в спорте [11].

В статье рассмотрены и проанализированы различные источники и исследования, посвященные раскрытию данной проблемы. Описаны положительные стороны внедрения платформ дистанционного обучения в образовательный процесс спортивных школ.

Ключевые слова: платформы дистанционного обучения, спортивные школы, технологии, внедрение, пандемия, образование, дистанционное обучение.

MASOFAVIY TA'LIM PLATFORMALARINI BOLALAR SPORT MAKTABLARI TA'LIM JARAYONIGA JORIY ETISH

*Juraev Xusniddin Oltinbo'evich
pedagogika fanlari doktori, professor, Buxoro davlat universiteti*

*Atamuradov Jamshid Jalilovich
Buxoro davlat universiteti doktoranti*

Annotatsiya. Yoshlar sport maktablarida masofaviy ta'lim platformalarini joriy etish masalasi ayniqsa COVID-19 pandemiyasidan so'ng dolzarb ahamiyat kasb etdi. Mazkur pandemiya an'anaviy ta'lim jarayonlarini butun dunyo bo'ylab izdan chiqarganligi sababli, masofaviy platformalar ta'lim jarayonida ilgari kuzatilmagan darajadagi moslashuvchanlik va qulaylikni ta'minlab, o'quvchilarga geografik sharoit, ijtimoiy-iqtisodiy omillar yoki boshqa to'siqlardan qat'i nazar ta'limni davom ettirish imkonini yaratdi [4]. Onlayn o'qitish formatlariga tezkor moslashuv zarurati bu texnologiyalarni keng joriy etishga turtki bo'ldi hamda pedagoglarni masofadan turib o'quvchilarni jalb etishning innovatsion yondashuvlarini izlashga undadi. Shu bilan birga, masofaviy o'qitish orqali motor va kognitiv faoliyatlarni samarali o'rgatishdagi murakkabliklar ham yuzaga chiqdi [5].

Sport ta'limini masofaviy shaklga o'tkazish yangi imkoniyatlar bilan bir qatorda, qator muammolarni ham yuzaga keltirdi. O'quv jarayonining uzluksizligini ta'minlashda o'qituvchilarga yordam beruvchi ta'limni boshqarish tizimlari (LMS) va virtual sinflar kabi platformalar integratsiyasi samarali bo'lsa-da, bu tizimlar o'quvchilarning faolligi hamda ta'lim sifati bilan bog'liq cheklovlarni ham namoyon etdi. Ayniqsa, jismoniy ko'nikmalarni rivojlantirishda masofaviy ta'limning samaradorligi va ijtimoiy jihatdan himoyaga muhtoj o'quvchilar uchun ta'limning teng imkoniyatda mavjudligi masalalari asosiy bahs mavzusiga aylandi [11].

Maqolada ushbu muammoni yoritishga bag'ishlangan turli manbalar va ilmiy tadqiqotlar tahlil qilingan. Shuningdek, sport maktablari ta'lim jarayoniga masofaviy ta'lim platformalarini joriy etishning ijobiy jihatlari yoritib berilgan.

Kalit so'zlar: masofaviy ta'lim platformalari, sport maktablari, texnologiya, joriy etish, pandemiya, ta'lim, masofaviy o'qitish.

Introduction. The shift to online education has caused a reevaluation of educational practices, encouraging schools to implement holistic programs that increase accessibility and promote engagement. Initiatives have been created to improve mentoring and volunteer leadership in youth sports programs to ensure that students receive adequate support during their education. In addition, the adoption of adaptive learning and data analytics technologies is expected to shape the future of distance learning in children's sports education to optimize individual performance and learning outcomes. Overall, the continued evolution of distance learning platforms represents a significant shift in children's sports education, driven by the need to innovate in unprecedented times. As educational institutions continue to refine these approaches, lessons learned from this period are

likely to influence long-term strategies for integrating technology into physical education with a focus on enhancing sustainability, accessibility, and comprehensive development among young athletes.

The adoption of distance learning platforms in the educational process of children's sports schools has evolved significantly, especially in response to global disruptions such as the COVID-19 pandemic. The pandemic, which began in early 2020, has had a profound impact on various sectors, including education. As a result of social isolation measures, educational systems around the world were forced to reorganize traditional teaching methods, transforming them into online formats to ensure the continuity of learning [4],[5]. Before the pandemic, distance learning was already gaining momentum in many educational institutions, providing flexibility and accessibility for students. However, the urgency created by the pandemic accelerated the adoption of these platforms in an unprecedented way. In the field of physical education and sport, this transition presented unique challenges due to the need for motor-cognitive activities that are difficult to teach in a purely online environment [11]. Historically, children's sports education emphasized direct interaction between instructors and students, with physical presence being critical for skill acquisition and social development. The dramatic shift to distance learning has required educators to innovate and find effective methods to engage students remotely. The pandemic has provided opportunities for students to grow that might not have occurred in more typical educational circumstances, highlighting both the potential and challenges of the online learning environment [15]. This historical context illustrates a turning point in educational practice in youth sports schools, marking a shift to more integrated and technology-enabled approaches to teaching physical education. While the pandemic has highlighted the limitations of online formats for some subjects, it has also demonstrated the resilience of educational institutions and the ability of educators to adapt to new teaching methods. The lessons learned during this period continue to influence the design and implementation of distance learning platforms in the context of youth sports education.

Analysis. An analysis of the problematic educational process in traditional schools without distance learning reveals a number of difficulties associated with the traditional form of education.

Main problems

1. Incompatibility of the educational and training process

Athletes are forced to combine the standard school curriculum with intensive training, which leads to overload and a decrease in the quality of assimilation of the material.

Frequent absences from classes due to participation in competitions and training camps negatively affect academic performance.

2. Lack of flexibility in the educational program

A fixed schedule of lessons does not take into account the individual sports loads of students.

There is no possibility to adapt the program to the needs of athletes, which leads to difficulties in mastering the educational material.

3. Problems with the teaching staff

Teachers who do not have experience working with student athletes do not always understand their characteristics and needs.

Difficulties in organizing additional classes for lagging students due to the workload of teachers.

4. Limited access to educational resources

Without distance learning, students cannot use digital platforms and online courses to independently study the material they missed.

Using only traditional educational materials limits the possibilities for self-study.

5. Lack of an individual approach

It is difficult to organize personalized training in the classroom for athletes who often miss classes.

Lack of additional consultations due to the busy schedule of teachers.

Modern research emphasizes the importance of digital technologies in the educational process. The introduction of electronic and distance learning contributes to the individualization of education, increased motivation of students and expanded opportunities for independent work. At the same time, it is noted that there is a need to adapt the regulatory framework for the effective digitalization of education [1].

The use of information and communication technologies (ICT) in educational institutions, including children's sports schools, helps improve the quality of education. The use of multimedia, interactive whiteboards and other digital tools makes learning more visual and engaging for children, which helps them better absorb the material.

Distance learning provides an opportunity to receive education at home, which is especially important in conditions of limited access to educational institutions. The main goal of such training is to provide the child with opportunities to receive a quality education, as well as to provide pedagogical support and advisory assistance to parents [2].

Distance learning in sports schools is a relatively new but rapidly developing form of the educational process. In the context of digitalization, as well as the forced transition to remote formats during the COVID-19 pandemic, this approach has received special attention.

Let's consider the definition and features of distance learning in sports. Distance learning in sports schools combines online courses, webinars, video training, virtual methodological classes and interactive educational platforms.

The book Anderson, T. (2008). *The Theory and Practice of Online Learning*. Athabasca University Press. discusses the key principles of applying distance learning, which can ultimately be adapted for sports schools of institutions. And the book Moore, M. G. & Kearsley, G. (2011). *Distance Education: A Systems View of Online Learning*. Cengage Learning. provides a detailed systems view of distance learning applicable in the sports field.

Sources such as Hodges, C. et al. (2020). *The Difference Between Emergency Remote Teaching and Online Learning*. Educause Review describes the differences between a temporary transition to an online format and full-fledged distance learning, where the advantages and limitations of distance learning in sports schools are described in detail.

Advantages:

Flexibility of the training schedule.

The opportunity to learn from leading coaches regardless of location.

Access to digital simulators and analytical tools.

Limitations:

Lack of physical control over the technique of performing exercises.

Limited tactile and visual contact between the coach and the student.

The source Salmon, G. (2002). *E-tivities: The Key to Active Online Learning*. Routledge considers some aspects of online activity applicable to the training of athletes.

Some sources such as Tovar, L. & Nascimento, J. (2021). *Digital Technologies in Sport Education: New Pedagogical Strategies*. Journal of Sports Science & Medicine analyze the impact of digital technologies on sports education.

Many sports schools are already successfully using distance technologies. For example:

Using the Zoom platform for theoretical classes and tactical analysis.

Using VR and AR technologies to simulate game situations (for example, in football and hockey).

Training programs with movement analysis through applications with artificial intelligence (Coach's Eye, Hudl).

Distance learning platforms have revolutionized the educational landscape, especially in youth sports schools, by providing flexible, accessible, and engaging learning opportunities. These

platforms use a range of technology tools that facilitate the delivery of educational content and improve student engagement.

Let's look at the types of distance learning platforms:

Learning Management Systems (LMS) such as Schoology, Canvas, and Blackboard Learn play an important role in organizing online education. These platforms provide a centralized space to deliver course content, track student progress, and facilitate communication through features such as discussion boards and messaging tools. This integrated management approach helps instructors maintain an effective learning environment, regardless of class size or physical location [16],[17].

E-learning platforms, specialized e-learning platforms such as Khan Academy offer comprehensive resources tailored to different learning styles. These platforms often include video lessons, practical exercises and assessments, allowing students to progress at their own pace, which is particularly useful in a sporting context where individual learning speeds can vary [3],[6].

Virtual classrooms utilizing video conferencing tools such as Zoom or Microsoft Teams allow for real-time interaction between instructors and students. This synchronized approach to learning fosters immediate feedback and engagement, which is essential for skill development in athletic training [3],[17]. Scheduled classes ensure that students can participate in structured, interactive online lessons that replicate the experience of traditional face-to-face classes.

Interactive Tools In addition to traditional educational resources, interactive tools such as Kahoot! gamify the learning process. These platforms create quizzes and games that encourage engagement and motivation among students, making the learning process enjoyable and effective [3]. In addition, language learning apps and self-study websites offer specialized content that can improve communication and strategic understanding in team sports.

Analysis and results. Distance learning platforms offer numerous benefits to children's sports schools. First, they break down geographical barriers, allowing students from different locations to access high-quality learning resources. This democratization of education means that even those in remote or underserved areas can benefit from experienced coaches and learning materials [3]. Second, the cost-effectiveness of distance learning is significant. By eliminating travel costs and providing many free or low-cost resources, these platforms make sports education more accessible to families [3],[6]. In addition, the self-paced nature of online learning allows for a variety of learning styles, allowing students to spend more time mastering skills that seem challenging while making faster progress in areas in which they excel [3].

The introduction of distance learning platforms in children's sports schools has become a critical response to the challenges posed by the COVID-19 pandemic. As traditional sports programs faced significant disruptions, many children lost access to the physical exercise and social support networks that sport provides.

In implementing distance learning platforms to increase accessibility and student engagement and improve the quality of education, the following actions can be taken:

Developing Whole-School Programs - To bridge the gap in access to sport, youth sports schools can develop holistic whole-school programs that provide students with access to quality coaching, equipment, and facilities. This foundational approach is vital to creating a strong sporting culture that promotes both the physical and mental health of students [13]. Additionally, by integrating extracurricular activities that emphasize sport, schools can create an environment where children are not only physically active but also motivated to succeed academically.

Mentor Experience and Leadership - An equally important aspect of implementation is the development of mentor leaders who can lead youth sports programs. Engaging enthusiastic leaders as mentors enhances the athletic experience of young athletes by providing invaluable experience and role models. Training these leaders is essential so that they can effectively influence participants and help them reach their potential [13].

Research shows that participation in sports can have a positive impact on various aspects of

children's development, including academic achievement. Sport teaches discipline, leadership and conflict resolution skills, which are critical for success both in school and in life [14]. Thus, integrating sport into children's education is not just about improving physical health, but also a multifaceted approach to promoting overall well-being.

In response to the challenges of distance learning during the pandemic, initiatives such as the UNICEF-supported TeenZ sports project were launched to promote sport as a means of maintaining physical and mental health among adolescents between the ages of 10 and 18. This program is an example of how organizations can adapt to current constraints by offering remote training and activities that keep youth engaged and active, even while at home.

Distance learning platforms offer numerous benefits to sports students, including enhancing their educational experience and combining sports.

Flexibility and accessibility

One of the most important benefits of distance learning is its inherent flexibility. Students can access study materials and complete assignments at their convenience, adjusting to their busy schedules as they travel to competitions or practices. This flexibility helps reduce stress, allowing student-athletes to excel both academically and athletically [7]. In addition, online education provides greater accessibility, allowing students in remote areas to participate in quality educational programs without having to travel long distances [3].

Increased engagement and participation

Online sports programs can also help increase engagement among students. Many young athletes, especially those who may experience anxiety or health issues, find the home environment more comfortable for learning and participating in physical activities. This familiar environment can lead to higher levels of motivation and engagement in both the academic and athletic components of their education. In addition, the distance learning model allows for a comprehensive approach to athletic education, including elements such as mental preparation and nutrition along with physical skills, thereby enhancing overall development [10].

Improving academic performance

Integrating sports and academics through distance learning can lead to improved academic outcomes for students. By participating in online extracurricular sports programs, students maintain connections with their peers, which is essential for their social development. As schools begin to reopen and address academic gaps caused by previous disruptions, providing robust sports programs through distance learning can be critical, especially for disadvantaged youth [12].

Cost efficiency

Distance learning can also be a more cost-effective alternative to traditional education. Families can save on travel and related expenses, making it easier to access quality educational resources and programs without significant financial hardship. This affordability can make sports education more accessible to a wider range of students, ultimately benefiting a more diverse group of young athletes [10].

The implementation of distance learning platforms in children's sports schools faces a number of significant challenges and limitations that can affect the effectiveness of educational outcomes.

Quality assessment: Research shows that assessing the quality of distance learning-related research is critical. Overall quality assessments are typically derived from several criteria, resulting in ratings of "strong," "moderate," or "weak." Studies that are well-aligned in terms of methodology and theoretical underpinnings are rated higher, while those that exhibit inconsistencies or methodological weaknesses receive lower ratings. However, quality assessment in this area is complicated by inherent challenges such as respondent burden and deteriorating data quality, highlighting the need for transparent reporting of methods and evidence [8].

Technical barriers: Technical issues pose a significant obstacle to the effective use of distance learning platforms such as Edmodo, Zoom, and Google Meet. Limited access to the necessary equipment and stable internet connections can seriously hinder students' ability to engage with

online content, especially in rural areas or regions with poor communication infrastructure. Additionally, digital privacy issues related to the collection and storage of personal data may raise concerns among users, which may impact their willingness to engage with these platforms [19].

Engagement and Motivation: Student engagement is critical to the success of distance learning; however, many students struggle to stay motivated in a virtual environment. The lack of face-to-face interaction can lead to feelings of isolation and alienation. To combat this, interactive learning platforms that facilitate collaboration and real-time feedback are needed; however, not all platforms effectively meet these needs [18].

Socioeconomic Factors: The effectiveness of distance education may also be affected by socioeconomic factors. For example, students from low-income families may face additional challenges such as lack of access to technology and inadequate support at home, which can exacerbate educational disparities. Moreover, research shows that older children and children from minority backgrounds have been disproportionately affected by distance learning during the COVID-19 pandemic, highlighting the need for targeted interventions for these demographics.

Adaptability and Learning: Varying levels of digital literacy among students present another significant limitation. Many students may not have the necessary skills to effectively navigate online platforms, which may hinder their learning progress. Tailored learning programs that focus on improving digital skills are essential to ensure that all students benefit from distance learning initiatives [18]. In addition, educational institutions should prioritize creating user-friendly platforms that accommodate different learning styles and preferences to maximize engagement and effectiveness [20].

Conclusion. The adoption of distance learning platforms in youth sports schools is set to grow significantly in the coming years. As technology advances, several trends are emerging that will shape the future of education in this sector.

As distance learning platforms become more prevalent, there will be a greater focus on lifelong learning principles in youth sports education. This approach supports the idea that education should be a continuous journey, allowing learners to gain knowledge and skills throughout their lives, regardless of age or circumstances. By providing flexible and accessible learning opportunities, distance education can empower young athletes to become independent learners and adapt to the changing demands of their sporting and academic pursuits [3].

The future of distance learning in sports schools will also see an increase in the amount of data that will be used to develop instructional strategies and analyse student performance. Educators will use data analytics to tailor learning experiences, track progress and make informed decisions about the interventions needed to support student growth [9].

List of literature used

Novoselova Daria Viktorovna (2022). Implementation of modern pedagogical technologies in the educational process using electronic and distance learning. *Theory and Practice of Social Sciences and Humanities*, (3 (19)), 37-42.

Posmetukhova Ekaterina Ivanovna (2020). Practice of applying distance forms of learning in preschool educational institutions. *Collection of materials of the Annual international scientific and practical conference «Education and training of young children»*, (10), 402-403.

Culajara, Carla Jobelle. (2022). Barriers to learning and performing in physical education in modular remote learning and coping strategies perceived by the students. *Edu Sportivo: Indonesian Journal of Physical Education*. 3. 11-24. 10.25299/es:ijope.2022.vol3(1).8559.

Perhavec, Mihaela. (2021). The impact of motivation of primary students on the implementation of distance learning (sports day example). 231-239. 10.31410/EMAN.2021.231.

Souissi, Hichem et al. "Peer-to-Peer Online Video Feedback with Pedagogical Activity Improves the Snatch Learning during the COVID-19-Induced Confinement in Young Weightlifting Athletes." *International Journal of Sports Science & Coaching* 18.6 2151–2159.

Whitley, M.A., Massey, W.V., Camiré, M. et al. Sport-based youth development interventions in the United States: a systematic review. BMC Public Health 19, 89 (2019). <https://doi.org/10.1186/s12889-019-6387-z>

Ao, Y., Zhu, L. & Tian, M. SWOT analysis of the application of three digital media in OLPE physical education teaching: Edmodo, Zoom, and Google Meet. BMC Med Educ 25, 243 (2025). <https://doi.org/10.1186/s12909-025-06826-3>

Alkhawashki SH, AlTuwairqi MH, Almadani AH, Almarshedi AA, Alasiri R, Mobeireek NA, Alrashoud MR, Abouammoh NA, Alshahrani FS, AlFattani AA, et al. Psychological Impact of Distance Learning on Children and Adolescents in Saudi Arabia: A Multi-City Analysis of Behavioral and Mental Health Outcomes During the COVID-19 Pandemic. Children. 2024; 11(12):1551. <https://doi.org/10.3390/children11121551>

J.J. Atamuradov. Principles of construction of effective information systems. «Science and practice: a new level of integration in the modern world» Conference proceedings 11th International Conference. September, 10 - November, 30, 2020.UK, S Yorkshire, Sheffield http://doi.org/10.15350/UK_6/11. https://colloquium-publishing.ru/assets/uk_6_11.pdf

Inspiring Distance Learning Success Stories: Transformative Journeys By Geek Mode Editorial / February 10, 2024 <https://geekmode.blog/distance-learning-success-stories/>

BITGLINT. Top 30 Distance Learning Examples: Tips & Guide Dec 2, 2023 <https://www.bitglint.com/distance-learning-examples/>

Erika Christakis. The Atlantic. December 2020 Issue <https://www.theatlantic.com/magazine/archive/2020/12/school-wasnt-so-great-before-covid-either/616923/>

Melanie Arden. The 20 Best Tools for Virtual and Distance Learning August 16, 2021 <https://www.prodigygame.com/main-en/blog/virtual-learning-tools/>

Splashtop Team. Splashtop Team Top 5 Software Tools for Distance Learning 7 june 2024 y <https://www.splashtop.com/blog/top-5-software-tools-distance-learning>

UNICEF Moldova Sports is an important element in the development of children <https://www.unicef.org/moldova/en/unicef-and-sporter-contribute-promoting-sports-among-children-and-youth>

Dwight Global Online School How Online School Can Benefit Student Athletes August 18, 2022 <https://www.dwight.edu/dwight-global-online-school/about/online-learning-blog/how-online-school-can-benefit-student-athletes>

The School House Online Sports Opportunities for Homeschoolers: A Detailed Guide <https://www.tshanywhere.org/post/starting-homeschool-online-sports-opportunities>

Teach Educator What is an Adaptive Learning Platforms? With Examples Published on: December 25, 2024 <https://teacheducator.com/adaptive-learning-platforms/>

Scavify 16 Best Student Engagement Platforms for January 19, 2024 <https://www.scavify.com/blog/student-engagement-platform>

Alpha Hybrid Academy The Benefits of Hybrid Learning for Student-Athletes in Grades 6-12 <https://www.alphahybridacademy.com/post/the-benefits-of-hybrid-learning-for-student-athletes-in-grades-6-12>

